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**Children and Young People’s Promise in Public Libraries 2015 mapped against ACE 7 Quality Principles**

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| **Children’s Promise vision** | **ACE 7 Quality Principles** |
| * Every child and young person visiting a public library is inspired by an exciting accessible environment which makes reading for pleasure irresistible. | *Striving for excellence*  Having a clear vision and striving for excellence, through providing high- quality arts work and experiences, to achieve the best possible outcomes for children and young people.  *Being exciting, inspiring and engaging*  Being exciting and engaging, through providing inspiring and relevant opportunities that stretch, challenge and excite children and young people, to foster both positive dispositions towards the arts, and to enhance their self-esteem, wider aspirations and life and career choices. |
| * They have the opportunity to engage with imaginative digital opportunities through public libraries, building their skills, knowledge and creativity. | *Being exciting, inspiring and engaging*  Being exciting and engaging, through providing inspiring and relevant opportunities that stretch, challenge and excite children and young people, to foster both positive dispositions towards the arts, and to enhance their self-esteem, wider aspirations and life and career choices |
| * They will find a range of inclusive and diverse fiction and non-fiction books and other information resources to support growing confidence in literacy and formal and informal learning. | *Providing a sense of personal progression*  Taking account of children and young people’s individual needs, through recognising their different starting points, experiences and achievements; enabling them to achieve their potential, and progress on to next steps in their learning and achievement. |
| * They are able to take part in a wide range of literacy and cultural experiences including reading and book-based activities. | *Developing a sense of ownership and belonging*  Focusing on children and young people’s sense of ownership and sense of belonging, through encouraging choice, autonomy, decision-making and creative responses, so that young people can make an informed judgement about ‘this is, or could be, or isn’t for me’.   * Encourage choice, autonomy, decision-making and creative responses * Provide opportunities for children and young people to take the lead and set the direction   *Being exciting, inspiring and engaging*  Being exciting and engaging, through providing inspiring and relevant opportunities that stretch, challenge and excite children and young people, to foster both positive dispositions towards the arts, and to enhance their self-esteem, wider aspirations and life and career choices.  *Being authentic*  Being authentic in every aspect of the work, through offering as real and meaningful an artistic experience or product as possible, to help young people develop artistic and aesthetic awareness, understanding and skills. Provide real experiences, not ‘surface level’ appeal or a ‘cut down’ version of something designed for adults. Set the experience in context |
| * They are actively involved in decisions about service developments and are offered opportunities to volunteer. | *Being authentic*  Being authentic in every aspect of the work, through offering as real and meaningful an artistic experience or product as possible, to help young people develop artistic and aesthetic awareness, understanding and skills. Provide real experiences, not ‘surface level’ appeal or a ‘cut down’ version of something designed for adults. Set the experience in context  *Actively involving children and young people*  Emphasising the active involvement of the children and young people, through interactive opportunities – hands-on participation, direct collaboration, creative responses, or other interaction – to develop children and young people’s skills and creativity.   * Actively engage young audiences * Hands-on involvement * Direct collaboration   *Developing a sense of ownership and belonging*  Focusing on children and young people’s sense of ownership and sense of belonging, through encouraging choice, autonomy, decision-making and creative responses, so that young people can make an informed judgement about ‘this is, or could be, or isn’t for me’.   * Encourage choice, autonomy, decision-making and creative responses * Provide opportunities for children and young people to take the lead and set the direction |
| * *They are supported through library services and activities to improve their health and wellbeing* | *Ensuring a positive child-centred experience*  Ensuring a positive, child-centred experience for all children and young people, through having the passion, commitment, knowledge and skills for work involving children and young people, helping them to develop as confident individuals and celebrate their achievements. This would include encouraging individual contributions and valuing diversity.   * Adults who are passionate about working with children and young people and who have the right skills * Clear, honest communication and flexibility * Working alongside, sharing skills * Valuing individuals, encouraging young people from different backgrounds and with different needs * Make it OK to be different |

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**Children’s Library Journeys 2015 mapped against ACE 7 Quality Principles**

| **At what stage in a Child’s Journey?** | **What does this look like?** | **Outcome** | **ACE 7 Quality Principles** |  |  |
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| Pre-natal to birth | Involvement in pre-natal projects and programmes. Inspiring parents to read with their baby | * Enhancing life outcomes for children aged 0-2 * Supporting attachment, resilience, emotional health and wellbeing, speech and language | *Striving for excellence*  Having a clear vision and striving for excellence, through providing high- quality arts work and experiences, to achieve the best possible outcomes for children and young people. |  |  |
| Pre-school (ALM) | Inspiring parents to read and rhyme with their child and form a lifelong reading habit, Bookstart  Giving parents space and time to spend time bonding with babies and building parental confidence | * Enhancing life outcomes for children aged 0-2 * Supporting attachment, resilience, emotional health and wellbeing building resilience and character, speech, language communication development; early literacy and school readiness | *Ensuring a positive child-centred experience*  Ensuring a positive, child-centred experience for all children and young people, through having the passion, commitment, knowledge and skills for work involving children and young people, helping them to develop as confident individuals and celebrate their achievements. This would include encouraging individual contributions and valuing diversity.   * Adults who are passionate about working with children and young people and who have the right skills * Clear, honest communication and flexibility * Working alongside, sharing skills * Valuing individuals, encouraging young people from different backgrounds and with different needs * Make it OK to be different |  |  |
| Transition to primary school | Partnerships with schools, including class visits to libraries and digital offer | * Supporting literacy and language development, reducing the literacy gap in poverty hotspots. * Tackling rural isolation * Providing opportunities for looked after children/young carers | *Being exciting, inspiring and engaging*  Being exciting and engaging, through providing inspiring and relevant opportunities that stretch, challenge and excite children and young people, to foster both positive dispositions towards the arts, and to enhance their self-esteem, wider aspirations and life and career choices.  *Ensuring a positive child-centred experience*  Ensuring a positive, child-centred experience for all children and young people, through having the passion, commitment, knowledge and skills for work involving children and young people, helping them to develop as confident individuals and celebrate their achievements. This would include encouraging individual contributions and valuing diversity.   * Adults who are passionate about working with children and young people and who have the right skills * Clear, honest communication and flexibility * Working alongside, sharing skills * Valuing individuals, encouraging young people from different backgrounds and with different needs * Make it OK to be different   *Providing a sense of personal progression*  Taking account of children and young people’s individual needs, through recognising their different starting points, experiences and achievements; enabling them to achieve their potential, and progress on to next steps in their learning and achievement |  |  |
| Out of school engagement with primary aged children | Children have the opportunity to take part in the Summer Reading Challenge and other reading, learning, digital and cultural activities throughout the year | * Supporting literacy and language development raising aspiration * Closing the literacy gap in poverty hotspots. * Tackling rural isolation * Providing opportunities for looked after children/young carers * Building community and family cohesion. * Reducing digital inequalities * Digital fluency –(citizenship, STEM Agenda and supporting combating extremism) * Supporting emotional and mental health and wellbeing | *Being exciting, inspiring and engaging*  Being exciting and engaging, through providing inspiring and relevant opportunities that stretch, challenge and excite children and young people, to foster both positive dispositions towards the arts, and to enhance their self-esteem, wider aspirations and life and career choices.  *Ensuring a positive child-centred experience*  Ensuring a positive, child-centred experience for all children and young people, through having the passion, commitment, knowledge and skills for work involving children and young people, helping them to develop as confident individuals and celebrate their achievements. This would include encouraging individual contributions and valuing diversity.   * Adults who are passionate about working with children and young people and who have the right skills * Clear, honest communication and flexibility * Working alongside, sharing skills * Valuing individuals, encouraging young people from different backgrounds and with different needs * Make it OK to be different |  |
| Transition to secondary school (ALM) | Supporting learning  including new digital resource  Helping nurture a lifelong love of learning that may impact positively on exam success.  Providing an opportunity for young people to engage with libraries via a digital platform. | * Need for young people to improve their technical skills – STEM agenda National Curriculum - IT curriculum / digital fluency * Tackling rural isolation * Contributes to raising young people’s aspiration and achievement, supporting GCSE /A level success and has a long term economic impact * Supporting transition * Character education | *Being exciting, inspiring and engaging*  Being exciting and engaging, through providing inspiring and relevant opportunities that stretch, challenge and excite children and young people, to foster both positive dispositions towards the arts, and to enhance their self-esteem, wider aspirations and life and career choices  *Providing a sense of personal progression*  Taking account of children and young people’s individual needs, through recognising their different starting points, experiences and achievements; enabling them to achieve their potential, and progress on to next steps in their learning |
| Out of school engagement with secondary school children | Participation in volunteering opportunities and accreditation, Reading Hack activities. | * Boosting self-esteem and aspiration, increasing confidence, improving employability skills and reducing NEETS * Reducing inequality and improving economic wellbeing * Community engagement /participation/social cohesion * Improving and supporting young people’s mental health and wellbeing? | *Actively involving children and young people*  Emphasising the active involvement of the children and young people, through interactive opportunities – hands-on participation, direct collaboration, creative responses, or other interaction – to develop children and young people’s skills and creativity.   * Actively engage young audiences * Hands-on involvement * Direct collaboration   *Developing a sense of ownership and belonging*  Focusing on children and young people’s sense of ownership and sense of belonging, through encouraging choice, autonomy, decision-making and creative responses, so that young people can make an informed judgement about ‘this is, or could be, or isn’t for me’.   * Encourage choice, autonomy, decision-making and creative responses * Provide opportunities for children and young people to take the lead and set the direction   *Being authentic*  Being authentic in every aspect of the work, through offering as real and meaningful an artistic experience or product as possible, to help young people develop artistic and aesthetic awareness, understanding and skills. Provide real experiences, not ‘surface level’ appeal or a ‘cut down’ version of something designed for adults. Set the experience in context. |
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